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ABSTRACT

This manual provides instructions for scoring the Teacher Concerns Statement, a questionnaire for pre- and inservice teachers consisting of one open-ended question asking for the respondent's concerns when he/she thinks about teaching. The Questionnaire, a copy of which is provided, consists of five questions asking for back ground information about the respondent and one open-ended question asking what the respondent is concerned about when he/she thinks about teaching. The seven concerns codes are described, and an explanation of procedures in coding respondents' statements is given. A final section provides examples of respondent statements that apply to the codes. (KM)

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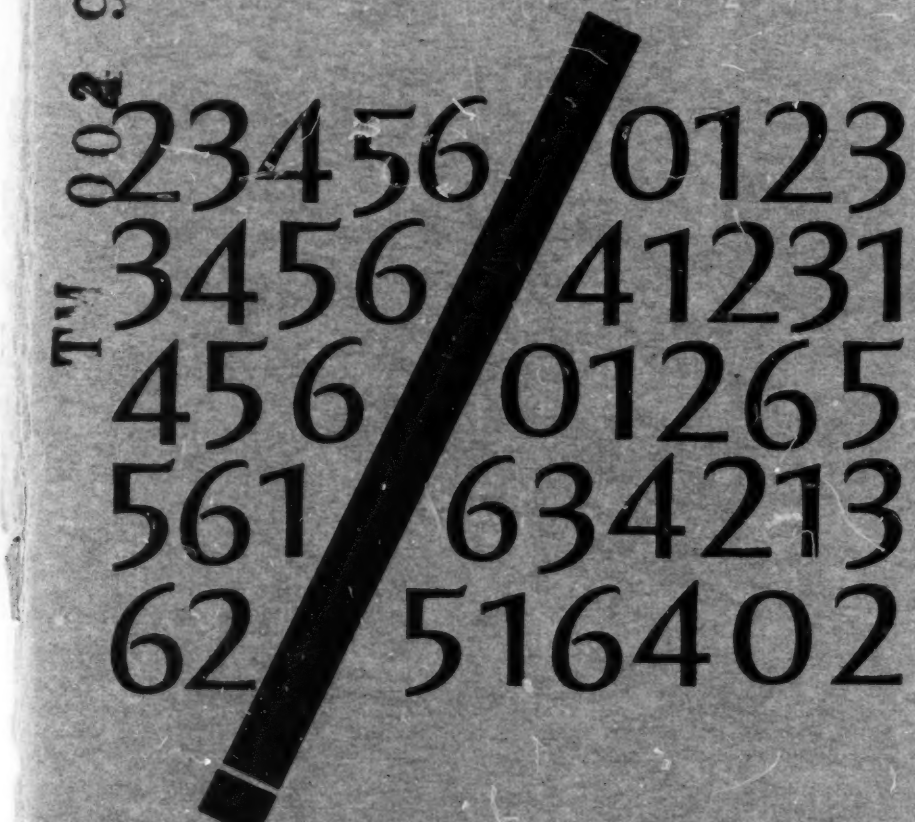
A MANUAL FOR SCORING THE TEACHER CONCERNS STATEMENT



THE RESEARCH AND DEVELOPMENT CENTER FOR TEACHER EDUCATION

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A MANUAL FOR SCORING THE TEACHER CONCERNS STATEMENT

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Research and Development Center for Teacher Education
The University of Texas at Austin

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TEACHER CONCERNS STATEMENT

NAME:_____ DATE:_____

COURSE NO._____ TIME: 10 minutes

The purpose of this form is to discover what teachers are concerned about at different points in their careers. With this information, teacher educators can include in teacher education what teachers feel they need. Please check one box only for each item.

1. Sex: ( ) male ( ) female 6

2. Indicate the item that best describes your teaching experience. Check only one box. 7

   1. ( ) No classroom teaching experience and no previous education course work.

   2. ( ) Education course work but no classroom teaching experience.

   3. ( ) Presently observing in the classroom (which may or may not include limited teaching) and taking education course work.

   4. ( ) Completed observation in the classroom and presently taking education course work.

   5. ( ) Presently student teaching.

   6. ( ) Completed student teaching, but not yet an in-service teacher.

   7. ( ) In-service teacher. I have taught ___ years. 9-10

   8. ( ) Other, please specify_____

3. At what level are you presently teaching? If you are not teaching now, at what level do you plan to teach? Check one box only. 8

   1. ( ) Nursery school
   2. ( ) Kindergarten
   3. ( ) Elementary school (grades 1-3)
   4. ( ) Elementary school (grades 4-6)
   5. ( ) Junior high school
   6. ( ) Senior high school
   7. ( ) Junior college
   8. ( ) College or university
   9. ( ) Other, please specify_____

4. Classification (check only one box): 70

   1. ( ) Freshman 3. ( ) Junior 5. ( ) Graduate
   2. ( ) Sophomore 4. ( ) Senior 6. ( ) Other, specify_____

5. Age:_____ 76-77

7/21/71 ISP

WHEN YOU THINK ABOUT YOUR TEACHING, WHAT ARE YOU CONCERNED ABOUT? (Do not say what you think others are concerned about, but only what concerns you now.) Please be frank.

Do not write in this space.

Please place a check by the thing that concerns you most.

WHAT ARE TEACHER CONCERNS?

As teachers approach the task of teaching and as they actually engage in it they express concerns about teaching. They describe their concerns in such different ways that teacher concerns are difficult to summarize. Some method is necessary to boil down this diversity and to summarize statements. This manual describes a system for classifying teachers' statements about their teaching concerns and for scoring such concerns.

This system consists of six categories of concern about teaching (Codes 1 through 6) and one category (Code 0). The 0 category is self explanatory: any statement not about teaching is classified 0. Any statement about teaching is classified 1, 2, 3, 4, 5, or 6. These codes are explained below.

Overview of Concerns Codes

I. Concerns about Self

Code 0. *Non-teaching Concerns*
Statement contains information or concerns which are unrelated to teaching. Codes 1 through 6 are always concerns with teaching. All other statements are coded 0.

II. Concerns about Self as Teacher

Code 1. *Where Do I Stand?*
Concerns with orienting oneself to a teaching situation, i.e., psychological, social, and physical environment of the classroom, school and/or community.

Concerns about supervisors, cooperating teachers, principal, parents. Concerns about evaluation, rules, or administrative policy, i.e., concern about authority figures and/or acceptance by them.

Code 2. *How Adequate Am I?*
Concern about one's adequacy as a person and as a teacher. Concern about discipline and subject matter adequacy.

Code 3. *How Do Pupils Feel About Me? What Are Pupils Like?*
Concern about personal, social, and emotional relationships with pupils. Concern about one's own feelings toward pupils and about pupils' feelings toward the teacher.

III. Concern about Pupils

Code 4. *Are Pupils Learning What I'm Teaching?*
Concern about whether pupils are learning material selected by the teacher. Concern about teaching methods which help pupils learn what is planned for them. Concern about evaluating pupil learning.

Code 5. *Are Pupils Learning What They Need?*
Concern about pupils' learning what they *need* as persons. Concern about teaching methods (and other factors) which influence that kind of learning.

Code 6. *How Can I Improve Myself As A Teacher?*
(And Improve All That Influences Pupils?)
Concern with anything and everything which can contribute to the development not only of the pupils in the class, but

of children generally. Concern with personal and professional development, ethics, educational issues, resources, community problems, and other events in or outside the classroom which influence pupil gain.

To summarize, Code 0 indicates that the teacher is not concerned about teaching. Codes 1 and 2 are basically self-oriented teaching concerns. Code 3 is transitional, but here the teacher's concern is already more pupil oriented. Finally, in Codes 4, 5, and 6, the teacher is definitely pupil oriented in a clear teacher-pupil relationship.

INSTRUCTIONS TO SCORERS

Read the whole statement through once.

Place parentheses around every statement (content unit) that express a concern.

Assign one of the seven concern codes to each content unit by writing a number 0 to 6 in the space provided at the right.

If a content unit is repeated in almost the same words, count the original and the repetition as a single unit.

If a content unit is repeated in almost the same words but another content unit has intervened (even if the intervening content unit has been assigned the same code), consider the repeated content unit as a new content unit.

On the following pages examples are given for each level of concern.

Statements should be interpreted in context. A rule of thumb might be applied to questionable statements. For example if the majority of the content units are codes 1, 2, or 3, the assumption is that a questionable statement is a low level concern. Likewise, if a statement is accompanied by codes 4, 5, or 6, the assumption is that it is a higher level of concern.

After all content units of a protocol have been coded, add the codes in the right hand column.

Obtain an average (mean) score by dividing the sum by the number of coded concerns. Do not count a "0" code when averaging, unless the only concerns expressed are "0's". The result is the student's concerns score. This score indicates where the teacher is placed on

the continuum of concern-with-self (low level concern) to concern-with-pupils (high level concern). The score is not one of the specific concerns codes (Codes 0-6).

Two coded protocols are provided for examples on the next page.

Examples

TE5176: (I am concerned about being an effective teacher.)(I hope I'll hold a mutual respect for and from my students.)(I hope I can present the material in an exciting and interesting way.)(Since the typical students of today are drastically changing, I am deeply concerned about helping them in a way they will accept and understand. I hope I get to know each of my students personally.)(I doubt that I would ever degrade my students or stop trying to help and understand them, however I am concerned in thinking I may get frustrated with some students and act on emotions.)(I am also concerned about relationships with the school administration. I think I could fit in to almost any school and be equally excited about them all.)

2
3
2
3
3
1
Σ 14
X̄ 2.3

TE5165: (When I think about teaching I am concerned about the students *really* learning about life. I believe there is a need to relate subjects taught with the student's life.)(Also, it is important to sharpen the student's intelligence and teach him how to think for himself;)(to teach him how to evaluate clearly and maturely things told him, chose things he reads, etc.)(Also, I would *de*-emphasize the importance of grades. Too many students are grade hungry for they have been brought up to believe that making grades is the only reason one goes to school.)(I am concerned about understanding my students. A *real* communication and mutual respect is important.)

5
5
5
4
3
Σ 22
X̄ 4.4

ILLUSTRATIONS

Code 0. Non-teaching Concerns

Statement contains information or concerns which are unrelated to teaching. Codes 1 through 6 are always concerns with teaching. Any other statements are coded 0.

Examples

This pen doesn't write very well.

Today is a pretty day.

Right now I am most concerned about getting married.

Roommate trouble.

If I don't improve my GPA I may not get to teach.

My father wants me to get a teaching certificate.

I may have to drop out of school before student teaching.

I want to be a better person.

Code 1. Where Do I Stand?

Concerns with orienting oneself to a teaching situation, i.e., psychological, social, and physical environment of the classroom, school, and/or community. Concerns about supervisors, cooperating teachers, principal, parents. Concerns about evaluation, rules, or administrative policy, i.e., concern about authority figures and/or acceptance by them.

Examples

What will my new school be like?

I was concerned because this is a lower class school.

I don't understand their language.

I was concerned about finding my way around in the school.

What is the philosophy of this school?

Will my supervisor give me an honest opinion of my teaching?

Working with supervisors looking on tends to make me vary cautious. I know it is necessary and hope this can be helpful.

What will the cooperating teacher expect of me? Is it going to be my class or her class?

What kind of relationship will I have with my principal?

How will the faculty and staff accept me?

What are their parents like?

How will I be evaluated by other people?

Can I deviate from the plan of work as outlined?

Will I have authority to give grades and will they be accepted?

Will anything drastic happen if I make a mistake in following school policy?

I realize that certain rules are necessary, but I do dislike restrictions.

Can I go into the teacher's lounge?

Code 2. How Adequate Am I?

Concern about one's adequacy as a person and as a teacher. Concern about discipline and subject matter adequacy.

Examples

Will I be able to do what is expected of me?

Will I know how to handle unforeseen emergencies or situations?

My main concerns center around my questioning of how effective I am as a teacher.

I hope I can teach children successfully.

I am still worried about whether or not I will remember everything that is important for students to learn.

Do I really know my subject matter?

I was concerned about how I would do in organizing lessons.

I am concerned about my ability to present ideas to the class.

I am concerned about the presentation of subject matter.

I was worried about my lesson plans - too long or short, whether or not they covered the subject.

I was especially afraid that I would not be able to concentrate on five or six things at once like teachers are required to do.

I've got to learn to write on the blackboard.

I was concerned about my knowledge of Spanish.

I am most concerned about how I will apply what I have learned to elementary school children.

I am also concerned about going too fast for them. I speak rapidly and tend to mumble. I hope I can become more conscious of this in order to correct it.

The few times I have been around children, I found that situations arose in which I was not certain as to how to react.

What should I do if my material has been covered and there is more time?

What should I do if I make a mistake in a statement or a suggestion?

It must be very difficult for a beginning teacher to determine exactly what should be introduced and what should receive more time.

I need to improve my sometimes incorrect pronunciation of words.

My main concern is will I know what to teach?

I hope I will have enough material to put on bulletin boards.

Am I capable of handling the extracurricular activities assigned?

At the present time my main concern is the problem of discipline. Can I keep order in a class?

I also felt that it is imperative that the students respect me and my authority as their teacher.

What will the students be likely to do to 'try me out?'

I'm afraid the students won't like me if I keep them in after school but I do have to discipline them.

I want to make my classroom an enjoyable place without letting things get out of hand. I hope that I will be able to discipline my class without yelling and screaming.

I've got some boys that won't work, they are not doing their assignments and they are not doing what I ask them to do. Those boys are the normal trouble makers.

I can't concentrate on what I'm teaching because they're so noisy and they're big boys and they love to tease me.

I'm concerned that the students won't like me if I teach them something that they don't care about.

It would be so easy to tell them to sit down and shut up if I didn't like them, but I'm so afraid I'm going to hurt their feelings and squander what *little* initiative they have.

I told him to find a place that he thought he could do his work. If he sat on the chandelier I'd just love it if he'd pay attention.

Code 3. How Do Pupils Feel About Me?
What Are Pupils Like?

Concern about personal, social, and emotional relationships with pupils. Concern about one's own feelings toward pupils and about pupils' feelings toward the teacher.

Examples

I was concerned if they would like me.

I was concerned about the image I would present to the class.

I was concerned about their confidence in me as a teacher.

My first concern was the student's reaction to an outsider.

Right now I'm just having a great time with the kids.

I am concerned about becoming too personally involved with the children.

I wonder whether or not the pupils will accept me as a friend.

I know a little about them and I can share their experiences and I can sympathize with them, and I can understand why they don't hand things in all the time, and I understand some of their problems.

How formal or informal should I be with students?

I was also concerned with my students' impression of me - would they respect me and if they did could I

possibly win their affection as well as their respect?

The least important of my thoughts was that the children like me as a person, but I must admit that the concern was there.

I am also concerned with whether or not I will be able to be impartial and patient enough to be of value to my students.

How do I reach those children which are distant to me?

Now I'm attached to every one of the kids in my classroom.

I hate to think about saying goodbye to the classroom.

What goes on in their minds? What are they thinking?

I'm afraid they think I'm just a rich college girl.

During my first week of student teaching my main concern was involved with learning to know my students.

Another concern of mine is to give each student as much independent and personal guidance as if humanly possible.

I don't know how far it's any of my business to ask him about any of his personal situation when it comes down to the work that he's doing for me.

Margaret (cooperating teacher) told me about Bill (student) and it really upset me. I definitely think he is a big problem. I don't think I could ever get to the bottom of it with what is available to me. It is kind of discouraging.

What makes a child the unique person whom he is?

I find that I can become so involved with individual students and their problems that I almost forget the other pupils.

(In class a student asked the student teacher who she had been out with on Saturday night.) I said we were studying our lesson now. I just went on with the lesson. It really shook me. You know, I don't really mind saying whatever I was doing because they really did see me on Saturday. Now, should I have had him stay after school for that? I felt like ignoring it - it was the only thing I could do. But I'm not sure if I was losing control that way, will they disrespect me for it? I don't know how to react to it.

I think the more you know about the student, the better you can teach them.

As far as my relationship with the children and my ability to teach them, I feel not unconcerned but more at ease and comfortable.

How can I have an atmosphere that is friendly but still serious enough for them to learn?

Some children have such poor home lives they just can't concentrate.

Code 4. Are Pupils Learning What I'm Teaching?

Concern about whether pupils are learning material selected by the teacher. Concern about teaching methods which help pupils learn what is planned for them. Concern about evaluating such learning.

Examples

Right now my chief concerns seem to be am I getting across to them?

The question still arises in my mind as to how well I have challenged my students.

I am most concerned with finding the most effective way to teach reading.

Will it hurt if you change a left handed child to right?

I want to present information in a manner to provide the greatest possible learning situation.

Individuals with a lot of potential, who are not using it, are my main concern.

I feel now that I can use ideas no matter where I find them so long as the student gets the effect.

I want to be sure they understand the fundamentals.

I had some real problems in the beginning with their handwriting. They could not write so that a human being could read it. I've been working about 15 minutes with each child trying to get the incomprehensible garble put down in some acceptable language.

I want them not only to understand what is said, but also to be able to apply what is said.

My concerns presently deal with finding out mutual areas of interest and ability so I am able to get new subjects and new concepts across to them. That is, I'm concerned with their understanding what I'm attempting to teach.

I'm more concerned now about the general things they learn rather than the facts. I am always behind on lesson plan schedules because I am not as concerned about getting everything covered and done. If there is a word or concept they don't understand, we stop and go over it. I realize more clearly now how little they know and how lacking their background is.

If I teach Spanish I'll be concerned about how to give my pupils a mixture of emphasis on speaking skills while learning grammar for reading the literature that reflects the cultural differences of Spanish-speaking people.

I worry about finding the means of presenting the material in such a manner that the maximum number of students can grasp it easily.

My desire is to have everyone understand the problem, ides, or whatever, before we move on to the next area. This is not always possible. I am troubled when I have presented a lesson and when I have finished I know no one benefited.

Playing each different instrument involves many different techniques and there are many ways to present each concept or technique to each individual.

I am concerned about being able to correctly and fairly assess the work of my students.

I am concerned that the students learn the objectives that have been set forth.

I want to make the subject alive and meaningful to the student so that he can learn.

I want to be open-minded in evaluating a student's artistic progress. I want to think, this *is* good, whether I like it or not.

Code 5. Are Pupils Learning What They Need?

Concern about pupils' learning what they need as persons. Concern about teaching methods (and other factors) which influence that kind of learning.

Examples

They need some sense of accomplishment and every child has a potential in at least one field.

The most important part of teaching that I am concerned with now is presenting material that will teach the class a new method or concept or approach to art--to make them appreciate art not for the chance to talk with their best friend but because this is a good outlet for expressing their feelings.

For children are very creative and their minds are filled with many exciting and new ideas, and I want to help them utilize these ideas of their own with their school work.

How do you teach a boy who doesn't seem to hear anything that is going on?

Also, I'm concerned with the great individual differences, how to approach them and how to challenge the faster students without losing the slower ones.

They just sit there and won't ever do anything. They have failed everything we've done so far.

I am concerned with keeping the children's interest and enthusiasm for participation high so that they can see a need for learning.

My concerns now seem to be to get closer with the students, to provide them with an opportunity to question, to doubt, to think.

Can I help provide a stable background for their development?

I want them to realize why they are learning what they are and to enjoy it beacuse it is valuable.

The one that I'm thinking about is one that never does one thing in class - except that he shows remarkable comprehension of things. Well, the thing of it is that he just never puts out any effort.

There were two of the students who made top grades in everything but they couldn't do this lesson. I think it was almost frightening to them not to be able to fulfill a requirement.

There is one girl who is just struggling to hold her own with this group. She turns in extra credit work by the ton, but she can't pull the quality of her work up to an A. I don't know if moving her back a group would help or not.

What can I do with a child like this? A child who will freeze in front of the class and won't utter a sound, but will come in after school and make up all the required work?

I am concerned that students become open-minded, well-rounded individuals. I want to help them learn to help themselves be better able to live full lives.

Developing the child as a person to be able to discipline himself and work well with others is my major concern.

I am concerned about the fact that many children never learn to be independent seekers - they soak in what teachers feed them, but they never go on to any independent study.

I want to teach children to have emotional maturity,

to be aware of themselves, to be aware of the process of relating to people and the environment, to take the interpersonal risks involved in being creative, critical and independent, and to learn to be flexible.

My concerns are about educating the student as a whole so that each student may become a profiting citizen. By this I mean that the student needs to learn not only from books but from many other resources. A teacher should teach her students to get along with others, to solve problems in an independent way of thinking and to look at our country's situation with a feeling of pride and in a democratic manner. I try to develop my students in a way so that they may function in an adult society and to cope with problems in a mature manner. This kind of teaching does not stress what "paragraph three on page 19 of our Science Text" says!

I believe in giving the child an opportunity to increase his ability in every way possible, in all areas which will contribute to make him a better person and successful socially, academically, physically and mentally. I also believe in giving the child a chance to develop a pride in his culture as well as a sense of belonging in a culture.

I am concerned about the children that are in my classrooms each year. I am not as concerned about the subject matter that they will retain when they leave my room but the concepts and values that have become a part of them during their time. I like to think perhaps while they are with me, they learn to accept themselves as they are, learn to appreciate what they are and want to be, learn to make decisions based on their judgments, learn to work individually as well as with a group - learn to be an asset in our society.

Code 6. How Can I Improve Myself As A Teacher?

Concern with anything and everything which can contribute to the development not only of the pupils in her class, but of children generally. Concern with personal and professional development, ethics, educational issues, resources, community problems, and other events in or outside the classroom which influence pupil gain.

Examples

I am concerned about the way I respond to the children. I think it is important that they never feel they are totally wrong, and I certainly don't want them to feel that I think they are wrong.

Concerned about reducing *my* talking time. I have a tendency to take words out of student's mouths and finish the sentence for them or interrupt them.

The school lunch program needs to be extended to breakfast. Hungry children cannot learn.

Should a teacher tell a parent the children's IQ score?

In this school, the real damage is done before they enter the first grade. They already dislike school.

I think this class should be smaller. Some children are so nervous and talk so much. The regular sized class stimulates them too much.

I am concerned with finding a grading system which covers all areas of learning a foreign language - speaking, writing and listening.

Textbook selection methods in this state need to be changed so books can make sense to children with varied backgrounds.

We are adapting the curriculum guides for the needs of the new students coming into our school for the first time this fall.

How do you help community situations that slow down the process of learning?

It concerns me that most of the curriculum is designed to emphasize the teaching of factual information. While realizing the importance of this type of information, I would like to see an increased emphasis placed on the social and emotional development of the child. I am concerned about the lack of any real democracy at work in most classrooms. I feel that our children need experience in decision making and other thinking operations, but it seems seldom that opportunities are purposely provided to give the children these experiences. Children need to know how to think! With this skill they can discover the factual information when needed. The curriculum is so full that it staggers the teacher's imagination when she tries to cover the curriculum and still teach in a way that stimulates thinking operations.

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